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ABSTRACT

This curriculum guide suggests desirable units of instruction for students from kindergarten through the senior year of high school. The recommended units are planned for integration with subject matter curriculum, and include the basic skills which teachers and librarians usually agree are necessary to develop competency in using books and libraries. This guide covers: (1) appreciation of library materials, (2) suggestions for elementary school teachers and librarians; (3) suggestions for junior high school teachers and librarians, (4) suggestions for high school teachers and librarians and (5) a sample unit on the Dewey decimal classification system. Also included is a resource bibliography and a directory of sources. (MF)

ED 045158

A Guide for the Teaching of Library Skills

GRADES K–12

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THE OKLAHOMA STATE DEPARTMENT OF EDUCATION

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1969

Foreword

The importance of instruction in the use of the library and its resources at all grade levels is increasing because of the growth of knowledge and the striving to meet needs caused by the pressures on education today. The increased responsibilities and opportunities of the librarian and the teacher are many.

There is a need for more emphasis in the use of library resources, since more students are enrolled in our public schools and many of our students will attend college. This increases the responsibility of the librarian and teacher in the public schools.

It is the hope of the committee that the information presented in the *Guide for the Teaching of Library Skills* will provide tangible ideas which the librarian and the teacher can use in helping to extend instruction in the area of library skills.

The State Department of Education gratefully acknowledges the contribution of the members of the State Library Committee of the Oklahoma Curriculum Improvement Commission who prepared this guide.

As the *Guide for the Teaching of Library Skills* makes its formal debut, the ultimate purpose is to help schools in broadening educational perspectives of all students.

D. D. Creech

State Superintendent of Public Instruction

Acknowledgments

We wish to express our appreciation for the generous cooperation of all those who helped in the development of this curriculum guide. This publication was made possible by the suggestions, materials, and assistance given by each member of the State Library Curriculum Guide Committee and Subcommittees.

We are especially indebted to Mr. Homer Shaw, Director of the Library Resources Division of the Oklahoma State Department of Education, and to his assistants, Mrs. Elizabeth Geis and Mrs. Sarah Jane Bell, who served as co-chairmen of the State Library Curriculum Guide Committee.

We appreciate the help from Dr. Clifford Wright, Director of Curriculum of the State Department of Education and to his assistants, Mrs. Ernestine Fisher and Mr. Kenneth Culver.

It would be impossible to mention all of the persons who directly or indirectly assisted in the production of this guide. We do want to list the members of the State Library Curriculum Guide Committee and Subcommittees, whose cooperation and untiring efforts have made this publication possible.

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Introduction

There are certain basic skills and knowledge pertaining to the library beyond the proverbial three R's which all students should acquire. One of the most important is the use of books and libraries. This skill is particularly needed when teaching is planned around the intensive treatment of a broad topic, as in the unit plan of instruction which is used by many teachers today.

Each student should be guaranteed a minimum exposure to basic library procedure. Those who learn to use research skills successfully will find that they can satisfy curiosity, do independent reading, and enjoy books, recordings, and other materials without continued guidance of teachers and librarians. If this knowledge is acquired early in life, children will feel secure in their approach to school and public libraries and later in college and university libraries.

Planning

Library instruction should be initiated with the child's first use of books and carried on consistently through a unified plan (grades K-12) with the goal of aiding children to become independent in their quest for information. Since flexibility is highly desirable, plans should be tentative and subject to revision as experience dictates.

It is the joint responsibility of principals, teachers, and librarians to insure that all students have these experiences. The guidance, interest, and understanding of the principal is of prime importance. Teachers can best determine skills that are needed at different levels and can assume responsibility for some phases of the instructional program. Major responsibility will rest upon the librarian.

Cooperative planning by a committee representing all departments, the librarian, and the principal can result in an overall integrated plan of library instruction for all grades that will best suit the philosophy and curriculum of the individual school.

Areas of knowledge and types of skills to be acquired by students should be defined and allocated to the various subjects and grade levels of the curriculum. The plan should contain the best thinking of everyone concerned.

Teaching

Both teacher and librarian have a part to play in the instruction. Traditionally the librarian teaches the orientation lesson, the Dewey Decimal System, the card catalog, special reference books, and possibly periodical indexes. Other skills are often best handled by the subject teacher — parts of a book, dictionaries, and encyclopedias.

The plan should include a series of library lessons for kindergarten through the twelfth grade. At least one library activity should be planned for each grade level. As far as possible, these lessons should relate to the work of the class.

Topics for high school pupils are much the same as those used for elementary pupils. Difference will be in degree of detail and methods of presentation.

Since skills are best acquired through experience related to learning situations, instruction should arise out of classroom situations requiring search of multiple sources. Many of the skills might well be

taught in connection with units which logically require their use. Few skills can be acquired with one brief exposure. Therefore, group work will necessarily be accompanied by drill and related activities. For certain individuals, further teaching may be necessary. Diagnostic tests given at intervals are especially helpful in locating weaknesses in pupils' knowledge and habits so that instruction can be strengthened. Continual review of all previous instructions should be given at each grade level.

The purpose of this guide is to suggest desirable units of instruction for grades K-12. Suggested units include the basic skills which teachers and librarians usually agree are necessary to develop competency in using books and libraries. They are planned for integration with the subject matter curriculum.

Appreciation of Library Materials

1. Responding to esthetic beauty of books.

Beginning with the primary grades, children should be made aware of the beauty of books. The librarian should show numerous picture books to groups of children, noting especially the cover, title page, dedication, and illustrations of particular interest. Children should be encouraged to express what illustrations appeal to them most.

In addition to this emphasis, upper elementary children should develop a knowledge of the characteristics of the illustrators and learn to identify the artist by his illustrations.

Junior high students should be taught an appreciation of printing and paper.

Senior high students should learn something of the history of books and printing, see examples of illuminated manuscripts, and visit a press.

At all levels the details and beauty of books should be noted.

2. Sharing book experiences.

Children of all ages should be encouraged to tell their favorite stories, describe characters, dramatize stories in groups, and write stories of their own. They should learn to listen to a peer, an older child, or an adult. It is important for a student to be given the opportunity to recommend a book to others. Sharing pleasure in books could be accomplished in small groups, in a classroom, or assembly programs.

3. Using good taste in reading selection.

The selection of the best literature should be emphasized at all levels. Criteria for evaluating children's fiction and children's informational books should be discussed in simpler terms for the primary children; e.g., does the book tell a good story? What is the date of publication? Ninth graders should be able to handle criteria concerned with the plot, content, theme, style, characterization, organization, accuracy, and authenticity.

Suggestions for Elementary School Teachers and Librarians

This guide constitutes a cross section of the opinion of a number of teachers from schools of various sizes. Its successful use will depend largely on the resourcefulness of the individual teachers. It is not a course of study or a lesson plan, it is merely a guide to assist teachers and librarians in the presentations of necessary library skills.

The time for presentation of various skills is suggestive and is left to the discretion of the teacher and librarian. It is important, however, that all of the suggested library skills be presented to the child during his elementary grade school experiences. It is also imperative that many of these skills be re-taught grade by grade.

It has been established that many students in the lower grades have the capacity to learn many of the skills that have not been normally presented until the child advances to a higher grade. The committee feels that this tends to hold back some children and denies them the advantages that might accrue to them if they had been given instruction in library use at an earlier date.

ELEMENTARY

When	*What*	*Who*
K-6 (annually)	**ORIENTATION** **Quarters**	**Teacher and librarian**
	Citizenship	
	Policies	
K-3	**PARTS OF A BOOK** Cover Spine End pages Fly leaves Title page Verso of title page	**Teacher**
3-6	Dedication page Table of contents Introduction, preface, and foreword Text or body of book List of maps, plates, and illustrations Half-title page Frontispiece Bibliography Glossary Index Appendix	**Teacher**

How	*With What**
	(Because of limited space all titles could not be listed: please check *Children's Catalog* for additional references.)
Enjoys a tour of the library. Exhibits curiosity about circulation center, card catalog, browsing center, fiction and nonfiction section, picture file, picture books, bulletin boards, vertical file, models, charts, maps, globes, production areas, listening and viewing center, librarian's office, periodicals, A-V equipment, restrooms, display areas, special book collections, and work area.	Floor plan of library *Be a Library Angel* (Bookmarks) *Library Angels* (Posters)
Respects rights of others, moves and speaks quietly and opens books properly with clean hands. Utilizes and protects library materials, removes and returns books to shelves.	*Beginning Responsibility: Books and Their Care* (Film) *Libraries Are for Sharing* (Film)
Understands rules concerning borrowing and returning, length of loan, number of books checked out at one time, and renewals. Comprehends library hours, fines, lost books, and scheduling.	
Examines books with curiosity as to the way they are decorated and organized.	Textbooks and library books
Continues to examine books with special attention to other parts not already comprehended. Reviews what has been learned and adds less known parts of a book.	

*See complete titles in bibliography.

ELEMENTARY

When	*What*	*Who*
K-2	DICTIONARIES	Teacher
	Picture dictionary	
1-2	Beginners' and junior dictionaries	
1-2	ENCYCLOPEDIAS	Teacher

How	*With What**
Satisfies curiosity by browsing. Understands purpose of the dictionary.	*The Golden Dictionary* *The Rainbow Dictionary*
Practices alphabetizing. Understands use of guide words.	*Beginning Dictionary Skills* (Filmstrip)
Extends use of guide words.	*Basic Dictionary of American English*
Locates and interprets definitions.	*Thorndike-Barnhart Advanced Junior Dictionary*
Distinguishes between abridged and unabridged dictionaries.	*Thorndike-Barnhart Beginning Dictionary* *Thorndike-Barnhart Junior Dictionary*
Uses dictionary for spelling, synonyms, syllabication, pronunciation, antonyms, and capitalization.	*Webster's New Elementary Dictionary* *Beginning Dictionary Skills* (Filmstrip) *The Dictionary* (Transparency) *The Dictionary*, Parts I and II (Filmstrip)
Continues acquaintance with unabridged dictionary.	*Dictionaries* (Filmstrip)
Continues to develop alphabetizing skill.	*Extending Dictionary Skill* (Filmstrips) *Learning "Look-it-up" Skills with a Dictionary* (Transparencies)
Satisfies curiosity about encyclopedias. Browses through encyclopedias noting color illustrations. Becomes familiar with general encyclopedias. Determines differences between dictionaries and general encyclopedias. Observes guide words and key words in encyclopedias.	*Britannica Junior* *Compton's Pictured Encyclopedia* *Merit Student Encyclopedia* *New Book of Knowledge* *World Book Encyclopedia* *The Encyclopedia* (Filmstrip) *Encyclopedias: Basic Knowledge* (Filmstrip) *Enclclopedias: Usage Techniques* (Filmstrip) *Learning "Look-it-up" Skills with an Encyclopedia* (Transparencies) *Look-it-up: How to Use the World Book Encyclopedia* (Filmstrip)
Same materials as above.	

ELEMENTARY

When	*What*	*Who*
3-6	ENCYCLOPEDIAS	Teacher and librarian
K-2	DEWEY DECIMAL CLASSIFICATION SYSTEM	Teacher and librarian

How	*With What**
Increases understanding of encyclopedias by employing knowledge of the parts of a book, especially the location of indexes and copyright date.	
Observes maps, plates, and other illustrations in encyclopedias.	
Becomes acquainted with reference section in library.	
Understands guides on volumes and pages.	
Becomes acquainted with differences in arrangement of encyclopedias.	
Reviews and practices.	
Uses encyclopedias for background materials for field trips and better understanding of current events.	
Brings the encyclopedia into use for enrichment materials.	
Browses in encyclopedia to discover a variety of materials supporting a personal interest.	
Uses encyclopedia with confidence.	
Browses through picture books in E section.	
Learns that E refers to Easy Fiction.	
Considers meaning of "Fiction."	
Identifies alphabetical arrangement in E section.	
Sees similarity between arrangement of easy books and fiction on shelves.	
Learns how story collections are handled and sees similarity to Easy and fiction arrangement.	

*See complete title in bibliography.

ELEMENTARY

When	*What*	*Who*
3-6	DEWEY DECIMAL CLASSIFICATION SYSTEM	Librarian and teacher
1-2	CARD CATALOG	Librarian

How	*With What**
Responds to simple explanation of Dewey Decimal Classification system and its purpose. Strengthens understanding of term "nonfiction." Sees special need for subject groupings of nonfiction. Examines nonfiction sections, notes markings on spines. Identifies author's initial letters. Develops curiosity about call numbers. Recognizes and sees the purpose of a call number. Views transparencies about call numbers. Deepens understanding of nonfiction arrangement numerically (by subject) and then alphabetically. Shelves materials by call numbers. Understands classification of biography (individual and collective) and arrangement on shelves. Develops appreciation for Melvil Dewey's contribution. Learns the ten main classes and shows interest in the ten subdivisions. Shows reliance in locating materials by call numbers. Becomes aware of other classification systems.	*The Dewey Decimal System* (Tape) *The Dewey Decimal System* (Filmstrip) *Explaining the Dewey Decimal System* (Filmstrip) Posters, charts, and transparencies prepared by teacher and/or librarian
Shows curiosity about card catalog. Responds to the card catalog as a list of materials in the library. Understands that the card catalog is an index to materials. Examines exterior and interior guides.	*The Card Catalog* *Card Catalog* (Tape) *Card Catalog* (Filmstrip) Diagrams and large posters made by the teacher and/or librarian *Introduction to the Card Catalog* (Filmstrip) *Using the Card Catalog* (Transparencies) *Using the Library Series* (Transparencies) Large diagrams of card catalog cabinet Transparencies, charts, made by teacher with help from the librarian

*See Complete titles in bibliography.

ELEMENTARY

When	*What*	*Who*
3-6	CARD CATALOG	Librarian
K-2	SPECIAL REFERENCE MATERIALS	Teacher and librarian
3-6	SPECIAL REFERENCE MATERIALS	Teacher and librarian

How	*With What**
Strengthens alphabetizing skills. Learns to omit initial alphabetizing words "a", "an", and "the." Learns to identify author, title, and subject cards. Becomes acquainted with the purpose of author, title, and subject cards. Associates arrangement of catalog cards in trays with dictionary arrangement. Identifies call numbers on catalog cards. Locates books on shelves by author, title, and call number. Alphabetizes cards through the fifth letter. Becomes adept in the use of author, title, and subject cards. Analyzes contents of catalog card other than call number. Understands forms and purposes of cross reference cards. Finds examples of "see" and "see also" cards. Understands simple filing rules. Associates color banded cards with respective materials.	The Card Catalog *Card Catalog* (Tape) *Card Catalog* (Filmstrip) Diagrams and large posters made by the teacher and/or librarian *Introduction to the Card Catalog* (Filmstrip) *Using the Card Catalog* (Transparencies) *Using the Library Series* (Transparencies) Large diagrams of card catalog cabinet Transparencies, charts, made by teacher with help from the librarian.
Shows curiosity about periodicals. Examines children's periodicals. Becomes aware of periodicals as sources of information.	Copies of children's periodicals, i.e., *My Weekly Reader Surprise, Highlights for Children, and Nature and Science.*
Uses periodicals extensively. Discovers encyclopedias and dictionaries limited to one subject. Examines and uses atlases, almanacs, and yearbooks. Discovers indexes to poetry, periodicals, fairy tales, and short stories. Uses several single volume reference books. Becomes adept in ready reference. Concludes that many reference sources other than dictionaries and encyclopedias are useful.	*Abridged Readers' Guide to Periodical Literature* *Familiar Quotations* *Goode's World Atlas* *Hammond's Illustrated Atlas for Young America* *Junior Book of Authors* *Lincoln Library of Essential Information* *More Junior Authors* *National Geographic School Bulletin* *World Almanac and Book of Facts* *Webster's Biographical Dictionary* *Webster's Geographical Dictionary* *How to Use Readers' Guide to Periodical Literature (Pamphlet)*

*See complete titles in bibliography.

ELEMENTARY

When	*What*	*Who*
3-6	**RESEARCH AND BIBLIOGRAPHY**	**Teacher and librarian**
1-3	**RELATED MEDIA**	**Teacher and librarian**
3-6	**RELATED MEDIA**	**Teacher and librarian**
K-2	**VERTICAL FILE**	**Librarian and teacher**
3-6		
K-3	**COMMUNITY RESOURCES**	**Librarian and teacher**

How	*With What**
Uses beginners' dictionaries and general encyclopedias. Begins to locate materials by using card catalog. Notes sources of information giving author, title, publisher, date, and pagination. Grows increasingly skillful in locating and using a variety of appropriate reference sources.	Same materials as above.
Examines primary globes, maps, and charts. Begins to locate features of interest on simple picture map of the community. Understands that the globe is a smaller model of the earth. Listens to recordings and views films, filmstrips, and slides.	Globes, maps, charts, listening and viewing equipment and materials *Introduction to the Use of Globe, Map, and Atlas* (Filmstrip) *Maps: Where Am I?* (Film) *Teaching Map Reading Skills in the Elementary School* (Film) *Using Audio-Visual Materials Series* (Filmstrip)
Uses the globe to develop correct map concepts of shape, area, distance, and location. Uses recordings, films, filmstrips, and transparencies to prepare assignments.	Same material as above
Examines and uses the picture file.	Vertical file: pictures, pamphlets, and clippings
Employs vertical file materials.	
Suggests persons of special abilities and experiences for community resources file.	Community resources file organized by librarian and teachers

*See complete titles in bibliography.

Suggestions for Junior High School Teachers and Librarians

The approach to the teaching of library skills in the junior high school varies somewhat from that used in the elementary school. It was thought best that subject matter areas should take precedence here over grade placement.

Many duplications of materials taught in the elementary grades will be noted. It is suggested that many of these skills need to be taught in greater depth at the junior high level. It will also be found that much of the material previously presented will need to be re-taught to a large segment of the students.

Repetitions also occur in the subject areas at the junior high level. Only after reviews have been conducted will teachers in the different subject areas be made aware of exactly what needs to be presented.

It was the opinion of the committee that certain library skills would need to be presented in each subject area in the junior high school. The very nature of the subjects themselves make it necessary to have a different approach. For example, the English teacher's approach to the teaching of certain skills might not be adequate for the needs of a student in science.

This guide does not attempt to cover every subject that is taught in the junior high school. Four subject areas have been chosen as examples with the hope that the same outlines will apply to other subjects, for example, art, speech, physical education, industrial arts, home economics, music, and foreign language.

JUNIOR HIGH

When	*What*	*Who*
7 8 9	ORIENTATION	Teacher and Librarian
	DEWEY DECIMAL CLASSIFICATION SYSTEM	Librarian
	CARD CATALOG	Librarian
	PARTS OF A BOOK	Teacher
	ENCYCLOPEDIAS	Teacher and librarian
	Yearbooks	
	DICTIONARIES	Teacher and librarian

ENGLISH

How	*With What**
Review library citizenship. Teacher reviews care and appreciation of materials with students and takes them to the library. Librarian directs tour of library. The extent of the activities will depend upon previous orientation programs.	Tour Floor plan of school library Demonstrations *Library Science* (transparencies) *Making the Library A Learning Center* (Filmstrip) *Your Library: A World of Books* (Filmstrip)
Review the Dewey Decimal Classification system with emphasis on language and literature sections. Show transparencies, posters, and filmstrips.	*Dewey Decimal System* (Filmstrip) *Dewey Decimal System* (Tape) *Explaining the Dewey Decimal Classification System* (Filmstrip)
Review with emphasis on language and literature subject cards.	*The Card Catalog* (Filmstrip) *The Card Catalog* (Tape) *Classification and the Card Catalog* (Filmstrip)
Review with emphasis on bibliography, glossary, index, and appendix. Show filmstrips and transparencies. Point out differences in purposes and arrangement of different encyclopedias. Note special features of each set. Have students examine and compare sets. Assign meaningful classroom follow-up exercises.	Nonfiction books *Using Books* (Filmstrip) *Britannica Junior* *Collier's Encyclopedia* *Columbia Encyclopedia* *Compton's Pictured Encyclopedia* *Encyclopaedia Britannica* *Encyclopedia Americana* *Encyclopedia International* *Lincoln Library of Essential Information* *Our Wonderful World* *World Book*
Check and review holdings in the library. Explain purpose of yearbooks. Point out differences in arrangement.	*The Encyclopedia* (Filmstrip) *The Encyclopedia* (Transparency) *Encyclopedias: Basic Knowledge* (Filmstrip) *Encyclopedias: Usage Techniques* (Filmstrip) *Learning "Look-it-up" Skills with an Encyclopedia* (Transparencies)
Compare and teach the use of abridged and unabridged volumes. Correlate with unit in English textbooks.	*Funk & Wagnalls Standard Dictionary of the English Language* *Webster's Seventh New Collegiate Dictionary* *Webster's New Student Dictionary* *Webster's Third New International Dictionary of the English Language* *The Dictionary, Parts I and II* (Filmstrips) *Dictionaries* (Filmstrip) *How to Use the Webster's Third New International Dictionary* (Pamphlet)

*See complete titles in bibliography

JUNIOR HIGH

When	*What*	*Who*
7 8 9	DICTIONARIES Special	Teacher
	SPECIAL REFERENCE MATERIALS	Teacher and/or librarian
	READERS' GUIDE TO PERIODICAL LITERATURE	Teacher and/or librarian
	VERTICAL FILE	Librarian and/or teacher

ENGLISH

How	*With What**
Introduce through classroom work and assignments.	*The Shorter Oxford English Dictionary* Foreign language dictionaries *New Roget's Thesaurus of the English Language* *Rhyming Dictionary of the English Language* *Webster's Dictionary of Synonyms*
Show filmstrip. Point out arrangement and purpose of each volume. Have students examine each volume. Use opaque projector to show pages from each volume. Follow up with meaningful classroom related exercise.	*American Authors,* 1600-1900 *British Authors Before* 1800 *British Authors of the Nineteenth Century* *Current Biography* *European Authors,* 1000-1900 *Familiar Quotations* *Hoyt's New Cyclopedia of Practical Quotations* *Index to Children's Poetry and Supplements* *Junior Book of Authors* *New Century Cyclopedia of Names* *Oxford Companion Series* *Reader's Encyclopedia* *Twentieth Century Authors* *Webster's Biographical Dictionary*
Show filmstrip on the use of the *Readers' Guide to Periodical Literature.* Give students sample pages to examine. Use outdated supplements. Project pages on screen for group viewing and study. Review subject headings specifically of interest to English students. Follow up with meaningful classroom exercises.	*Readers' Guide to Periodical Literature, or Abridged Readers' Guide to Periodical Literature,* and supplements *How to Use the Readers' Guide to Periodical Literature* (Pamphlet) *Readers' Guide to Periodical Literature* (Filmstrip)
Review the purposes of the file and what it contains: clippings, pamphlets, and pictures. Explain importance of this material. Explain arrangement, how to locate materials, and borrowing procedures. Relate to classroom experiences and needs.	*Sears List of Subject Headings* *Vertical File Index* Vertical File

*See complete titles in bibliography

JUNIOR HIGH

When	*What*	*Who*
	RELATED MEDIA	A-V coordinator, librarian and teacher
	Viewing Hardware: Filmstrip, loop, slide, overhead, and opaque projectors Software: Filmstrips, slides, transparencies, micro prints, micro films, and micro cards	
7 8 9	Listening Hardware: Record players, tape recorders, and radios Software: Recordings and tapes	Teacher and librarian
	Viewing and listening Hardware: Film projector (16mm and 8mm) and television sets Software: Films and television tapes	Teacher and librarian
	Realia: Art objects, models specimens	Teacher and librarian
	Copying machines, including cameras	
	Dry mount press	
7 8 9	RESEARCH AND BIBLIOGRAPHY	Teacher and librarian
	COMMUNITY RESOURCES	Teacher and librarian

ENGLISH

How	*With What**
All audio-visual materials owned by the school should be listed in the card catalog to aid teachers and students in locating resources. Instruction in operating all audio-visual equipment should be given to small groups or individuals. Facilities and equipment should be available for students to learn to: prepare transparencies; operate recorders and record players; tape debates, speeches, dramatic productions, or record music. View filmstrips, slides and films: use prepared tapes and transparencies; take and develop pictures.	The equipment and materials Manuals that come with the equipment
Tours should be made of the large public college and university libraries nearby so students may become acquainted with media not available in their school library.	
Consult card catalog for subject headings in locating objects and specimens.	
Show filmstrip. Ask teachers to supply the librarian with correct bibliographical forms.	*Using the Library for Research* (Filmstrip) *The Research Paper: Preliminary Stages* (Filmstrip) *The Research Paper: Bibliography and Footnotes* (Filmstrip)
Consult community resources file for listings of cultural and industrial institutions and for individuals with special skills and experiences.	Community resources file

*See complete titles in bibliography.

JUNIOR HIGH

When	*What*	*Who*
7 8 9	ORIENTATION	Librarian and teacher
	DEWEY DECIMAL CLASSIFICATION SYSTEM	Librarian
	CARD CATALOG	Librarian
7 8	ENCYCLOPEDIAS	Librarian and teacher
	Yearbooks	Teacher and librarian
	DICTIONARIES	Teacher and/or librarian

SOCIAL STUDIES

How	*With What**
The extent of the activities will depend upon previous orientation programs. Review library citizenship. Teacher reviews care and appreciation of materials with students and takes them to the library. Librarian directs tour of library. Librarian instructs in borrowing procedures and explains rules of the library.	The library or learning center
Review with emphasis on social studies areas. Show filmstrips. Use overhead projector and opaque projector to show charts and transparencies.	Nonfiction area of the library Charts and transparencies *The Classification of Books* (Filmstrip) *The Dewey Decimal System* (Filmstrip) *Library Science — The Dewey Decimal System* (Transparency)
Emphasize social studies subject cards. Show filmstrips, transparencies, and charts. Follow up with classroom related exercises.	*The Card Catalog* (Filmstrip) *The Card Catalog* (Tape) *Classification and the Card Catalog* (Filmstrip) Large facsimiles of catalog cards
Show filmstrips and transparencies. Point out differences in purposes and arrangement of different encyclopedias. Note special features of each set. Have students examine and compare sets. Assign meaningful classroom follow-up exercises.	*Britannica Junior* *Collier's Encyclopedia* *Columbia Encyclopedia* *Compton's Pictured Encyclopedia* *Encyclopedia Americana* *Encyclopaedia Brittanica* *Encyclopedia International* *Lincoln Library of Essential Information* *Our Wonderful World* *World Book* *The Approach to Reference Books and Encyclopedias* (Tape) *The Encyclopedia* (Filmstrip) *Encyclopedias: Basic Knowledge* (Filmstrip) *Encyclopedias: Usage Techniques* (Filmstrip) *Learning "Look-it-up" Skills with an Encyclopedia* (Filmstrip)
Check and review holdings in library. Explain purpose of yearbooks. Point out differences in arrangement.	All recommended encyclopedias which publish yearbooks
Compare abridged and unabridged dictionaries.	*Using the Dictionary* (Filmstrip)

*See complete titles in bibliography.

JUNIOR HIGH

When	*What*	*Who*
	Special	
7 8 9	**ATLASES, ALMANACS, GAZETTEERS, AND YEARBOOKS**	**Librarian and teacher**
	SPECIAL REFERENCE MATERIALS	**Librarian**
	Biographical reference books	
	History, American	**Teacher and librarian**
	History, Oklahoma	**Teacher or librarian**
	READERS' GUIDE TO PERIODICAL LITERATURE	**Teacher and librarian**
	NEWSPAPERS	**Teacher**

SOCIAL STUDIES

How	*With What**
Introduce through classroom work and assignments.	*Concise Dictionary of American History* *Dictionary of American History* *Webster's Geographical Dictionary*
Check holdings of library. Review skills, purposes, and uses of this type of material. Show filmstrips and transparencies. Use opaque projector to show pages from atlases, almanacs, yearbooks, and gazetteers. Have atlases, almanacs, and gazetteers available for students to handle and examine. Relate to meaningful classroom experience with follow-up assignments.	*Goode's World Atlas* *Information Please Almanac* *Stateman's Yearbook* *World Almanac and Book of Facts* *Almanacs and Yearbooks* (Filmstrip) *Gazetteers and Atlases* (Filmstrip) Opaque projector
Show filmstrip.	*Webster's Biographical Dictionary* *Who's Who in America* *Books for Biography* (Filmstrip) Opaque projector
Explain purpose and arrangement of special American History references. Compare general atlases with historical atlases. Teach the use of indexes and symbols used in each reference work. Teach use of these when assignments are being made that require their use.	*Atlas of American History* *Dictionary of American History* *Famous First Facts* *Historical Atlas* *Documents of American History* *Chronicles of Oklahoma and Index* *Historical Atlas of Oklahoma*
Review American History reference materials useful in the study of Oklahoma History.	Books on Oklahoma History (976.6)
Show filmstrip on the use of the *Readers' Guide to Periodical Literature.* Give students sample pages to examine. Use outdated supplements. Project pages on screen for group viewing and study. Review list of indexed periodicals listed in front of bound volumes. Review subject headings and subheadings, especially those for social studies. Follow up with meaningful classroom exercises.	*Using Special Reference Tools* (Filmstrip) *Periodical References and Indices* (Filmstrip) *Readers' Guide to Periodical Literature* or *Abridged Readers' Guide to Periodical Literature* and supplements *How to Use the Readers' Guide to Periodical Literature* (Pamphlet) *Readers' Guide to Periodical Literature* (Filmstrip) Opaque projector
Review and point out locations in library and general arrangement. Relate to Oklahoma History classes.	Newspapers Local Regional National

*See complete titles in bibliography

JUNIOR HIGH

When	*What*	*Who*
7 8 9	VERTICAL FILE	Librarian
	RELATED MEDIA Hardware: Filmstrip, loop,	A-V coordinator and/or librarian
	Viewing Hardware: Filmstrip, loop, slide, overhead, and opaque projectors Software: Filmstrips, slides, transparencies, micro prints, micro films, and micro cards	
	Listening Hardware: Record players, tape recorders, and radios Software: Recordings and tapes	
	Viewing and listening Hardware: Film projectors (16mm and 8mm) and television sets Software: Films and television tapes	
	Realia: Art objects, models and specimens	Teacher and/or librarian
	Dry mount press	Teacher and/or librarian
	Maps, globes, and charts	Librarian

SOCIAL STUDIES

How	*With What**
Review the purposes of the vertical file and what it contains: Pamphlets, pictures and clippings. Explain borrowing procedures. Relate to classroom experiences and needs. Explain the arrangement of materials and how they may be located.	*Vertical File Index* Vertical file Charts and transparencies
All audio-visual materials owned by the school should be listed in the card catalog to aid teachers and students in locating resources. Instruction in operating all audio-visual equipment should be given to small groups or individuals. Facilities and equipment should be available for students to learn to: prepare transparencies; operate records and record players; tape debates, speeches, dramatic productions, or record music; view filmstrips, slides, and films; use prepared tapes and transparencies; use micro reader; take and develop pictures.	The equipment and materials Manuals that come with the equipment *Using Audio-Visual Materials Series* (Filmstrip)
Consult card catalog for subject headings in locating objects and specimens.	The equipment and materials Manuals that come with the equipment
	The equipment and materials Manuals that come with the equipment
Use color-sound filmstrip. Use any maps, globes, charts, etc., which are available to show and demonstrate. Project pages from books on large screen for group instruction. Use transparencies with overhead projector. Search card catalog for subject headings with emphasis on location of materials.	Available media Globes Maps Charts Other Opaque projector Card Catalog

*See complete titles in bibliography

JUNIOR HIGH

When	*What*	*Who*
7 8 9	**RELATED MEDIA** Maps, globes, and charts, continued	Teacher
	COMMUNITY RESOURCES	Teacher

SOCIAL STUDIES

How	*With What*
Review map-reading skills. Explain about kinds of maps: political, physical, economic, and historical. Practice using indexes in atlases.	Transparencies *Introduction to the Use of Globe, Map, Atlas* (Filmstrip)
Consult community resources file for listing of cultural and industrial institutions and for individuals with special skills and experences.	Community resources file

JUNIOR HIGH

When	*What*	*Who*
7 8 9	ORIENTATION	Teacher and librarian Librarian
	DEWEY DECIMAL CLASSIFICATION SYSTEM	Teacher and librarian
	CARD CATALOG	Teacher and librarian
	PARTS OF A BOOK	Teacher
	ENCYCLOPEDIAS (General)	Teacher
	DICTIONARIES (General)	Teacher
	SPECIAL REFERENCE MATERIALS (Encyclopedias, yearbooks, dictionaries, almanacs, atlases, biographical works)	Teacher and librarian
	READERS' GUIDE TO PERIODICAL LITERATURE	Teacher and librarian

SCIENCE

How	*With What**
Review library citizenship. Acquaint students with location of materials, regulations, and library procedures. The extent of the activities will depend upon previous orientation programs.	Demonstrations Transparencies Floor plan of library Tour *Library Science* (Transparencies)
Review the Dewey Decimal Classification system with emphasis on the science area. Show transparencies, posters, and filmstrips.	*Classification and the Card Catalog* (Filmstrip) *The Classification of Books* (Filmstrip) *The Dewey Decimal System* (Filmstrip)
Emphasize science subject cards. Show transparencies, charts, and filmstrips. Follow up with classroom related exercises.	*The Card Catalog* (Filmstrip) *The Card Catalog* (Tape)
Review and reemphasize index, table of contents, appendix, glossary, and bibliography.	Science texts and reference books
Review as needed. Review as need arises. Point out arrangement and purpose of each volume or set. Examine each volume or set. Follow up with related exercises.	*Book of Popular Science* *Compton's Illustrated Science Dictionary* *Current Biography* *Famous First Facts* *Hammond's Nature Atlas of America* *The Harper Encyclopedia of Science* *Science Year* *Webster"s Biographical Dictionary* *World Almanac and Book of Facts* *Young People's Science Encyclopedia* *Using Special Reference Tools* (Filmstrip)
Demonstrate purpose and arrangement of index. Present practice activities. Use related classroom exercises.	*Readers' Guide to Periodical Literature* *Abridged Readers' Guide to Periodical Literature* Filmstrips Transparencies

*See complete titles in bibliography

JUNIOR HIGH

When	*What*	*Who*
	VERTICAL FILE	Teacher and/or librarian
7 8 9	**RELATED MEDIA**	A-V coordinator and/or librarian
	Viewing Hardware: Filmstrip, loop, slide, overhead, and opaque projectors Software: Filmstrips, slides, transparencies, micro prints, micro films, and micro cards	
	Listening Hardware: Record players, tape recorders, and radios Software: Recordings and tapes	
	Viewing and listening Hardware: Film projectors (16mm and 8mm) and television sets Software: Films and television tapes	
	Realia: Art objects, models, and specimens	Teacher and/or librarian
	Dry mount press	Teacher and/or librarian
	Charts, maps, and graphs	Teacher and librarian
	RESEARCH AND BIBLIOGRAPHY	Teacher and librarian
	COMMUNITY RESOURCES	Teacher

SCIENCE

How	*With What**
Review the purposes of the file and what it contains: clippings, pamphlets, and pictures. Explain importance of this material. Explain arrangement, how to locate materials, and borrowing procedures. Relate to classroom experiences and needs.	*Sears List of Subject Headings* Vertical file *Vertical File Index*
All audio-visual materials owned by the school should be listed in the card catalog to aid teachers and students in locating resources. Instruction in operating all audio-visual equipment should be given to small groups or individuals. Facilities and equipment should be available for students to learn to: prepare transparencies; operate recorders and record players; tape debates, speeches, dramatic productions, or record music; view filmstrips, slides, and films; use prepared tapes and transparencies; use micro reader; take and develop pictures.	The equipment and materials Manuals that come with the equipment *Using Audio-Visual Materials Series* (Filmstrip)
Consult card catalog for subject headings in locating objects and specimens.	The equipment and materials Manuals that come with the equipment
	The equipment and materials Manuals that come with the equipment
Explain purpose and arrangement. Review and reemphasize skills. Use transparencies, filmstrips. Relate to classroom activities.	Transparencies Filmstrips
Ask teachers to provide librarian with preferred bibliographical forms.	*Using the Library for Research* (Filmstrip) The bibliographical forms
Explain purpose and arrangement of community resources file. Place special emphasis on science resources.	Community resources file

*See complete titles in bibliography

JUNIOR HIGH

When	*What*	*Who*
7 8 9	ORIENTATION	Teacher and librarian
	DEWEY DECIMAL CLASSIFICATION SYSTEM	Teacher and librarian
	CARD CATALOG	Teacher and librarian
	PARTS OF A BOOK	Teacher
	ENCYCLOPEDIAS (General)	Teacher
	DICTIONARIES (General)	Teacher
	SPECIAL REFERENCE MATERIALS (Encyclopedias, yearbooks, dictionaries, almanacs, and graphical works)	Teacher and librarian
	READERS' GUIDE TO PERIODICAL LITERATURE	Teacher and librarian

MATHEMATICS

How	*With What**
Review care and appreciation of materials. Conduct tour of library. Instruct in borrowing procedures and explain the rules of the library. The extent of the activities will depend upon previous orientation programs.	*Your Library: A World of Books* (Filmstrip) Tour
Review the Dewey Decimal Classification system with emphasis on the mathematics section. Show transparencies, posters, and filmstrips.	*Dewey Decimal System* (Filmstrip)
Emphasize mathematics subject cards. Show transparencies, posters, filmstrips, and charts. Follow up with classroom related exercises.	*The Card Catalog* (Filmstrip)
Review and re-emphasize table of contents, indexes, appendixes, bibliographies, and glossaries as they pertain to mathematics.	Mathematics textbooks and reference books
Review as need arises.	
Review as needed.	
Point out arrangement and purpose of each volume or set. Examine each volume or set. Follow up with classroom related exercises.	*Book of Popular Science* *Current Biography* *Famous First Facts* *Mathematics Dictionary*
Demonstrate purpose and arrangement of indexes. Present practice activities. Use related classroom exercises.	*Science Year* *Webster's Biographical Dictionary* *Using Special Reference Tools* (Filmstrip) *Readers' Guide to Periodical Literature* *Abridged Readers' Guide to Periodical Literature* *How to Use the Readers' Guide to Periodical Literature* (Pamphlet) *Periodicals and the Readers' Guide to Periodical Literature* (Tape)

*See complete titles in bibliography

JUNIOR HIGH

When	*What*	*Who*
	VERTICAL FILE	Librarian and/or teacher
7 8 9	RELATED MEDIA	A-V coordinator and/or librarian
	Viewing Hardware: Filmstrip, loop, slide, overhead, and opaque projectors Software: Filmstrips, slides, transparencies, micro prints, micro films, and micro cards	
	Listening Hardware: Record players, tape recorders, and radios Software: Recordings and tapes	
	Viewing and listening Hardware: Film projectors (16mm and 8mm) and television sets Software: Films and television tapes	
	Relia: Art objects, models, and specimens	Teacher and/or librarian
	Dry mount press	Teacher and/or librarian
	Charts, graphs, and maps	Teacher and librarian
	RESEARCH AND BIBLIOGRAPHY	Teacher and librarian
	COMMUNITY RESOURCES	Teacher

MATHEMATICS

How	*With What**
Review the purposes of the file and what it contains: clippings, pamphlets, and pictures. Explain importance of this material. Explain arrangement, how to locate materials, and borrowing procedures. Relate to classroom experiences and needs.	*Sears List of Subject Headings* Vertical File *Vertical File Index*
All audio-visual materials owned by the school should be listed in the card catalog to aid teachers and students in locating resources. Instruction in operating all audio-visual equipment should be given to small groups or individuals. Facilities and equipment should be available for students to learn to: prepare transparencies; operate recorders and record players; tape debates, speeches, dramatic productions, or record music; view filmstrips, slides, and films; use prepared tapes and transparencies; use micro reader; take and develop pictures.	The equipment and materials Manuals that come with the equipment *Using Audio-Visual Materials Series* (Filmstrip)
Consult card catalog for subject headings in locating objects and specimens.	The equipment and materials Manuals that come with the equipment
	The equipment and materials Manuals that come with the equipment
Explain purpose and arrangement. Review and reemphasize skills. Use transparencies. Relate to classroom activities.	Prepared transparencies
Ask teachers to provide librarians with preferred bibliographic forms.	The bibliographic forms
Explain purpose and arrangement of community resources file. Place special emphasis on mathematics resources.	Community resources file

*See complete titles in bibliography

Suggestions for High School Teachers and Librarians

The high school teacher and/or librarian will realize that many of the skills which were introduced in the elementary grades and the junior high school need to be reintroduced and retaught in the tenth grade and then reviewed again in the eleventh and twelfth grades.

It will be the responsibility of the teacher and librarian to have reviews during the year over skills that students should already know to determine exactly what should be retaught. It is highly desirable that a pre-test be given to students early in the year to determine serious gaps in their library knowledge and skills. Teachers and librarians may prepare their own test or use standard tests as those included in Toser's Manual.

Most students should be prepared for much independent study by their tenth year. The capacity for this type of study will depend largely on how well students have previously mastered the necessary library skills. It thus behooves teachers and librarians to be familiar with the areas where students are experiencing the greatest difficulty and to proceed from there on the basis of apparent student needs.

Repetition will be noted in the guide. This has been done purposefully, and it will be up to the local teacher and librarian to determine whether or not these repetitions are needed in each individual school and classroom.

HIGH SCHOOL

When	*What*	*Who*
10 11 12	**ORIENTATION** Rules and regulations Hours the library is available Borrowing materials Arrangement	Librarian (The teacher should be responsible for laying the ground-work and for the follow up of each lesson.)
	DEWEY DECIMAL CLASSIFICATION	Librarian
	CARD CATALOG Kinds of Cards Author Title Subject Cross reference Analytic Color banded Guides Filing Dictionary type Other	Librarian
	PARTS OF A BOOK Introduction, preface and foreword Glossary Index Appendix Bibliography	Teacher
	ENCYCLOPEDIAS Multi-volume	Teacher and/or librarian

How	*With What**
	*Because of limited space all titles could not be listed; please check *Senior High School Library Catalog* for additional references.
(Since the Curriculum Guide is designed for use in schools of various sizes, it is impossible to eliminate some repetition; therefore, reviewing previously learned skills and giving opportunity for practice is of utmost importance.)	
The first time a teacher brings a class to the library at the beginning of the year, librarian should briefly explain any procedure that might be unusual or different. Include such areas as circulation, reference, fiction, nonfiction, periodicals, vertical file, and audio-visual materials. Tour of the library. Show floor plan and locate different classes of books.	Handbook (Local) Tour Floor plan on transparency *Use Your Library for Better Grades and Fun, Too* (Filmstrip) *How to Use the Library*
Review 10 main classes. Explain unusual arrangements. Explain call numbers. Show floor plan and locate different classes of books.	*Classification and the Card Catalog* (Filmstrip) *Dewey Decimal System* (Filmstrip) *Explaining the Dewey Decimal Classification* (Filmstrip)
Review and show examples of cards. Provide actual practice in using card catalog. Author, title, and subject cards in one catalog. Author, title, and subject cards in separate catalog.	*The Card Catalog* (Filmstrip) *Introduction to the Card Catalog* (Filmstrip) Transparencies Sample sets of cards—Wilson, L. C., and others; films, and slides Actual trays from card catalog Enlarged Wilson Catalog Cards Mimeographed sheet with examples of cards
Although these parts of a book have been introduced earlier, particular emphasis can now be made as to the value and use of each, not just recognition.	Library books and textbooks Transparencies *The Book* (Filmstrip) *The Parts of a Book* (Filmstrip)
Stress use of indexes in the encyclopedias and the use of cross references and bibliographies. Give opportunities for practice in using; give assignments that require use of encyclopedias.	*Collier's Encyclopedia* *Compton's Pictured Encyclopedia*

*See complete titles in bibliography

HIGH SCHOOL

When	*What*	*Who*
10 11 12	ENCYCLOPEDIAS Multi-volume	Teacher and/or librarian
	One-volume	Librarian and teacher
	DICTIONARIES	Librarian and teacher
	Foreign language dictionaries	
	Special	Teacher and librarian
	SPECIAL REFERENCE MATERIALS Yearbooks	Teacher and librarian Librarian
	Concordances	Librarian
	Mythology	Teacher and librarian

How	*With What**
	Encyclopaedia Britannica *Encyclopedia Americana* *Encyclopedia International* *World Book Encyclopedia* *The Encyclopédia* (Filmstrip) *Library Series* (Filmstrip) *Using the Encyclopedia* (Filmstrip)
Assignments should be made by the teacher to emphasize the different purposes of one-volume encyclopedias.	*Columbia Encyclopedia* *One Volume Encyclopedias* (Filmstrip)
Stress special features of dictionaries. (Gazetteer, biographical dictionary section, foreign words and phrases, addenda, abbreviations, main entry and cross references.) Provide opportunities for practice in using the dictionary. Emphasize synonyms, homonyms, antonyms, etymology of words.	Worksheets requiring the use of special features of the dictionary *Funk & Wagnalls Standard Dictionary of the English Language* *Webster's Third New International Dictionary of the English Language* *Dictionaries* (Filmstrip) See *Senior High School Library Catalog* by H. W. Wilson for additional listings
Introduce the books and give information about their use, arrangement, and special features during the first year of foreign language study. Provide opportunity for practice in using the books.	Dictionaries for all foreign languages taught in the school. See H. W. Wilson Catalog for titles; French, German, Latin, Spanish, etc.
Inform students as to which special dictionaries are available. Teach the purpose of each. Give information on the organization and arrangement of each. Give opportunities for practice in using the books. Use individually and in class work.	*The Complete Rhyming Dictionary and Poet's Craft Book* *Oklahoma Place Names* *Roget's International Thesaurus* *Webster's Dictionary of Synonyms* *New Century Cyclopedia of Names*
Introduce and explain purpose. Teachers introduce as needed for reference and research.	Encyclopedia yearbooks *Facts on File Full News Reference Service* *Stateman's Yearbook* *Reference Materials* (Filmstrip)
Use to explain elusive phrases.	*Cruden's Complete Concordance*
	Classic Myths in English Literature and in Art *Mythology* *Larousse Encyclopedia of Mythology*

*See complete titles in bibliography

HIGH SCHOOL

When	*What*	*Who*
10 11 12	**SPECIAL REFERENCE MATERIALS** Handbooks and almanacs	Teacher and librarian
	SUBJECT AREAS Guidance	Guidance counselor, librarian, and teacher
	Science	Teacher and librarian
	Fine Arts	Teacher and librarian
	Language Arts	Teacher and librarian
	Mathematics	Teacher and librarian
	Geography	Teacher and librarian
	History	Teacher and librarian

How	*With What**
Classwork and individual assignments.	*Curiosities of Popular Customs* *Etiquette* *Famous First Facts* *Information Please Almanac* *Robert's Rules of Order* *Statistical Abstract of the United States* *World Almanac and Book of Facts*
Visit the "Career Corner." Consult card catalog and vertical file.	*Occupational Literature* *Occupational Outlook Handbook* *The Encyclopedia of Careers and Vocational Guidance*
Classwork and assignments. Emphasize the subheadings of the Dewey Decimal System that pertain to science.	Science Research Pamphlets Institute for Research Pamphlets *Book of Popular Science* *Encyclopedia of Science and Technology* *Harper Encyclopedia of Science* *Van Nostrand's Scientific Encyclopedia*
Research and classwork.	*Art Through the Ages* *Grove's Dictionary of Music and Musicians* Rainbow Book of Art
Research and classwork.	*Dictionary of Phrase and Fable* *Cyclopedia of Literary Characters* *Familiar Quotations* *Home Book of Quotations* *New Century Classical Handbook* *Oxford Companion Series* *Reader's Encyclopedia*
	Mathematics Dictionary *Mathematics in the Making* *Mathematics* *Men of Mathematics*
Show films, filmstrips, transparencies, and charts. Recommend travel books that correlate with study units.	*Britannica World Atlas* *New Cosmopolitan World Atlas* *National Geographic Atlas of the World* *See Standard Catalog for additional references.
Individual study and classwork. Use for individual research.	*Concise Dictionary of American History* *Dictionary of American History* *Documents of American History* *Encyclopedia of American History* *Encyclopedia of World History* *Oxford History of the American People* *American Authors*, 1600-1900

*See complete titles in bibliography

HIGH SCHOOL

When	*What*	*Who*
	SUBJECT AREAS	
	Biographical Dictionaries	Teacher and librarian
		Teacher and librarian
10 11 12	**INDEXES**	
	Essays and Articles	Teacher and librarian
	Magazines	Teacher and librarian
		Teacher and librarian
	Newspapers	Teacher and librarian
	Plays	Teacher and librarian
	Poetry	Teacher and librarian
	Short Stories	Teacher and librarian
	VERTICAL FILE	Teacher and librarian

How	*With What**
	British Authors of the Nineteenth Century *Contemporary Authors* *Current Biography* *Dictionary of American Biography* *European Authors*, 1000-1900 *Junior Book of Authors* *More Junior Authors* *Twentieth Century Authors* *Webster's Biographical Dictionary* *Who's Who in America* *Who's Who*
Show arrangement of index.	
	Essay and General Literature Index
Most effectively taught in classroom with later practice in the library. Teach: format and symbols; dictionary form with subject entries; other entries made under the authors' names, story titles, poems, moving pictures, plays, and dramas.	*Abridged Reader's Guide to Periodical Literature* *Readers' Guide to Periodical Literature* *How to Use the Readers' Guide to Periodical Literature* (Pamphlet) Transparencies
Use as index to events.	*New York Times Index*, 1913-
Show arrangement of indexes, list of collections analyzed and key to symbols.	*Index to Plays in Collections*, Ottemiller ***Play Index*. 2v. v. 1 1949-1952 v. 2 1953-1960
Allow time for independent research to improve skills.	*Granger's Index to Poetry* *Index to Children's Poetry* 1st Supplement, 1954 2nd Supplement, 1965
Show how entries are arranged.	*Short Story Index* Supplement, 1950-1954 Supplement, 1955-1958 Supplement, 1959-1963
Show materials included and explain the organization of the file.	Materials in the vertical file *Vertical File Index*

*See complete titles in bibliography
**With limited funds it is suggested that the most recent volumes be purchased first.

HIGH SCHOOL

When	*What*	*Who*
10 11 12	RELATED MEDIA	A-V coordinator and/or librarian
	Viewing Hardware: Filmstrip, loop, slide, overhead, and opaque projectors Software: Filmstrips, slides, transparencies, micro prints, micro films, and micro cards	
	Listening Hardware: Record players, tape recorders, and radios Software: Recordings and tapes	
	Viewing and listening Hardware: Film projector (16mm and 8mm) and television tapes Software: Films and television tapes	
	Relia: Art objects, models, and specimens	
	Maps, globes, charts, posters and pictures	
	RESEARCH BIBLIOGRAPHY	Teacher and librarian
	COMMUNITY RESOURCES	Teacher

How	*With What**
All Audio-Visual materials owned by the school should be listed in the card catalog to aid teachers and students in locating resources.	
Instruction in operating all audio-visual equipment should be given to small groups or individuals.	The equipment and materials Manuals that come with the equipment
Facilities and equipment should be available for students to learn to: prepare transparencies; operate recorders and record players; tape debates, speeches, dramatic productions, or record music; view filmstrips, slides, and films; use prepared tapes and transparencies; use micro reader; take and develop pictures.	*Using Audio-Visual Materials Series* (Filmstrip)
Tours should be made to the public and university libraries so students may become acquainted with materials not available in their school library.	
Consult card catalog for subject headings in locating objects and specimens.	
Show and demonstrate any available maps, globes, charts, and posters.	Opaque projector *Introduction to the Use of Globe, Map, Atlas* (Filmstrip)
Project pages from books on large screen for group instruction.	
Individual assignments	*The Term Paper, Step by Step* 10 *Steps in Writing the Research Paper* *Research Paper* (Use *Sears Subject Headings* to help select subjects) *Using the Library for Research* (Filmstrip) *Using Library Resources for a Research Paper* (Filmstrip)
Explain purpose and arrangement of community resources.	Community resources file

*See complete titles in bibliography

A Sample Unit on the Dewey Decimal System

Teachers in the Laverne Public Schools along with their librarian, Mrs. Sarah Moore, examined this Library Curriculum Guide carefully during the 1967-1968 school year. They felt a need for concrete information about most subjects included herein and especially the Dewey Decimal System. As a result the librarian, with their assistance, worked out a plan for teaching the Dewey Decimal System in the various subject areas.

The resulting plan is included here as an example of how one district received inspiration from the guide for further instruction. A sample of actual planned activity is included in the mathematics section. Perhaps other school districts may be interested in using or adapting this plan to their own local needs.

DEWEY DECIMAL SYSTEM—
UNIT FOR EIGHTH GRADE MATHEMATICS—DECIMALS

900 HISTORY

- 900 History
- 910 Geography, travels
- 920 Biography
- 930 Ancient history
- 940 Europe
- 950 Asia
- 960 Africa
- 970 North America
  - 971 Canada
  - 972 Mexico & Caribbean
  - 973 United States
  - 974 Northeastern states
  - 975 Southeastern states
  - 976 South central states
    - 976.1 Alabama
    - 976.2 Mississippi
    - 976.3 Louisiana
    - 976.4 Texas
    - 976.6 Oklahoma
      - 976.61 Western Oklahoma
      - 976.611 Northwestern counties (including High Plains)
      - 976.612 Panhandle of Oklahoma
      - 976.613 Cimarron County
      - 976.613.5 Texas County
      - 976.614 Beaver County
      - 976.615 Harper County
        - 976.6153 Laverne
    - 976.7 Arkansas
    - 976.8 Tennessee
    - 976.9 Kentucky
  - 977 North central states (Lake states)
  - 978 Western states
  - 979 Far western states
- 980 South America
- 990 Pacific Ocean islands
  - 997 Atlantic Ocean islands
  - 998 Arctic Regions
  - 999 Antarctic Regions

DEWEY DECIMAL SYSTEM— UNIT FOR EIGHTH GRADE MATHEMATICS—DECIMALS

All knowledge, as represented by books and other material which are acquired by libraries, is divided into nine main classes called hundreds and a general class called 000's.

Each division is then subdivided into ten areas. This process brings the total number of entries to 100. This process of dividing each area into ten new areas is repeated again, thus bringing the potential areas to 1000.

Of course, this process could go on forever but practical limitations stopped the 1958 **Dewey Decimal Classification Edition 16** at 17,928 separate entries.

Because our number system is unchangeable and because mathematics is a universal language, this library classification system is used by many libraries throughout the world, regardless of their size.

In 1872, Melvil Dewey, a student library assistant in Amherst College (Amherst, Massachusetts), struggled with the involved system of shelving that was in use there. Out of the chaos came his plan for using the mathematical structure of numbers as a basis for shelving.

And now, about one hundred years later, eighth grade students the world over are able to locate the books of their choice with relative ease. This library skill of finding their own books is due in part to their understanding of the decimal system of numbers.

How about that?

DEWEY DECIMAL SYSTEM—
UNIT FOR EIGHTH GRADE MATHEMATICS—DECIMALS
RELATED ACTIVITY

1. Choose any country (France, Australia or . . .) and find all the possible classification numbers for books from or about that country. Consider numbers for fiction, history, geology, geography, poetry etc.
2. Choose at least two topics from the following list and build the numerical set of classification from the highest to the lowest entry.

A musical instrument	trombone or.....
An automobile race	Indianapolis 500 or..... .....
A sport	football or.....
An operation	heart transplant or.....
A jet transport	SST or.....
A canal	Panama or.....
A cow	Angus or.....
A place	Laverne, Oklahoma or.....
A group	Hippies or.....
An animal	elephant or.....
A battle	Hue or .....

3. Build one set of classification numbers for a topic of your own choosing.
4. Evaluate the knowledge you have gained from the study of this unit.
5. Suggest ways this unit can be improved.

DEWEY DECIMAL SYSTEM—FRENCH CLASS

400 LANGUAGE

- 420 English
- 440 French
- 460 Spanish

800 LITERATURE

- 820 English literature
- 840 French literature
  - 841 French poetry
  - 842 French plays
  - 843 French fiction
  - 844 French essays
- 860 Spanish literature

900 HISTORY

- 910 Geography, travels
  - 914 Geography of Europe
    - 914.4 Geography of France
- 940 Europe
  - 944 France
    - 944.36 Paris metropolitan area
      Including Seine department

      For a specific part of metropolitan Paris, see the part, e.g., Seine-et-Marne 944.37

CARD CATALOG

SEE

France-Biography

DEWEY DECIMAL SYSTEM—HISTORY

900 HISTORY
- 900 History
  - 909 Medieval & modern world
- 910 Geography, travels
  - 912 Atlases & maps
  - 917 Geography of North America
- 930 Ancient history
- 940 Europe
- 950 Asia
- 960 Africa
- 970 North America
  - 970.1 Indians of North America
- 973 United States
  - 973.1 Discovery and exploration to 1607
  - 973.2 Colonial period, 1607-1775
  - 973.3 Revolution and confederation, 1775-1789
  - 973.4 Constitutional period, 1789-1809
  - 973.5 Early 19th century, 1809-1845
  - 973.6 Middle 19th century, 1845-1861
  - 973.7 Civil War, 1861-1865
  - 973.8 Later 19th century, 1865-1901
  - 973.9 20th century, 1901-
- 976 South central states
  - 976.6 Oklahoma
    - 976.61 Western Oklahoma
      - 976.615 Harper County
        - 976.6153 Laverne
- 980 South America
- 990 Pacific Ocean islands
- 997 Atlantic Ocean islands
- 998 Arctic Regions
- 999 Antarctic Regions

DEWEY DECIMAL SYSTEM—INDUSTRIAL ARTS

600 TECHNOLOGY (Applied Science)

620 Engineering

630 Agriculture
634 Fruit culture and forestry

670 Manufactures
674 Lumber industry

680 Other Manufactures

684 Furnishings (Woodworking)

690 Building Construction
691 Materials

694 Wood construction

698 Detail finishing

700 THE ARTS

720 Architecture

722 Ancient architecture

723 Medieval architecture

724 Renaissance & modern

740 Drawing & decorative arts

741 Freehand drawing

742 Perspective

744 Technical drawing

CARD CATALOG

SEE

Architecture-Biography

DEWEY DECIMAL SYSTEM—LANGUAGE ARTS

400 LANGUAGE

- 420 English
  - 422 Etymology
  - 423 Dictionaries & lexicography
  - 424 Synonyms, antonyms, homonyms
  - 425 Grammar

800 LITERATURE

- 808.8 Collections from several literatures
- 810 American literature
  - 811 American poetry
  - 812 American drama
  - 813 American fiction
  - 814 American essays
  - 815 American oratory
  - 816 American letters
  - 817 American satire & humor
  - 818 American miscellany
  - 819 Canadian English literature
- 820 English literature
  - 821 English poetry
  - 822 English drama
  - 823 English fiction
  - 824 English essays
  - 825 English oratory
  - 826 English letters
  - 827 English satire & humor
  - 828 English miscellany
  - 829 Old English (Anglo-Saxon) literature
- 830 German literature
- 840 French literature
- 850 Italian literature
  - 859 Romanian
- 860 Spanish literature
  - 869 Portuguese & Galician
- 870 Latin literature
  - 879 Medieval & modern Latin
- 880 Greek literature
- 890 Other literatures — 891 Other Indo-European, 892 Semitic, 893 Hamitic, 894 Finno-Ugric, Turkic, other, 895 East & Southeast Asia, 896 African literatures, 897 North American Indian, 898 South American Indian, 899 Austronesian & other

200 RELIGION

- 290 Other religions
- 291 Comparative religion
- 292 Greek & Roman
- 292 Teutonic & Norse

300 SOCIAL SCIENCES

- 390 Customs & folklore
- 398 Folklore

DEWEY DECIMAL SYSTEM—MATHEMATICS & PHYSICS

500 PURE SCIENCE

- 510 Mathematics
  - 511 Arithmetic
  - 512 Algebra
  - 513 Geometries
  - 514 Trigonometry
  - 515 Descriptive geometry
  - 516 Analytic geometry
  - 517 Calculus
  - 518
  - 519 Probabilities
- 530 Physics
  - 531 Mechanics of solids
  - 532 Mechanics of fluids
  - 533 Mechanics of gases
  - 534 Sound
  - 535 Optics
  - 536 Heat
  - 537 Electricity & electronics
  - 538 Magnetism
  - 539 Modern physics

600 TECHNOLOGY

- 620 Engineering
  - 621 Mechanical engineering
  - 622 Mining & mining engineering
  - 623 Military & naval engineering
  - 624 Civil engineering
  - 625 Railroad & road engineering
  - 626
  - 627 Hydraulic engineering
  - 628 Sanitary & municipal
  - 629 Other branches of engineering

700 THE ARTS

- 770 Photography
- 790 Recreation
  - 793 Indoor games and amusements
    - 793.74 Mathematical recreations
  - 795 Games of chance

DEWEY DECIMAL SYSTEM—MUSIC

500 PURE SCIENCE
- 530 Physics
  - 534 Sound

700 THE ARTS
- 780 Music
  - 781 Theory & technique of music
  - 782 Dramatic music
  - 783 Sacred music
  - 784 Vocal music
  - 785 Instrumental ensemble
  - 786 Keyboard instruments
  - 787 String instruments
  - 788 Wind instruments
    - 788.1 Trumpet and bugle
    - 788.2 Trombone
    - 788.3 Cornet, mellophone, alto horn
    - 788.4 Horns and other brass wind instruments
      - 788.41 French horn
      - 788.42 Saxhorn
      - 788.43 Saxophone
      - 788.44 Baritone and euphonium
      - 788.46 Key bugle
      - 788.48 Bass horn
    - 788.5 Flute group
    - 788.6 Reed instruments
  - 789 Percussion, mechanical, electrical instruments
- 790 Recreation
  - 791 Public entertainment

CARD CATALOG
See

Music-Biography

Music-Fiction

DEWEY DECIMAL SYSTEM—PHYSICAL EDUCATION

600 TECHNOLOGY

610 Medical sciences

612 Human physiology
613 Hygiene

640 Home Economics

646 Clothing & personal appearance

646.7 Care of personal appearance

646.72 Beauty culture
646.73 Home care of skin and hair

646.74 Barbering

700 THE ARTS

790 Recreation

796 Athletic & outdoor sports

796.1 Children's outdoor games
796.2 Active games requiring use of equipment
796.3 Ball games

796.323 Basketball
796.325 Volleyball
796.332 Football
796.334 Soccer
796.342 Tennis
796.345 Badminton
796.352 Golf
796.357 Baseball
796.3578 Softball

796.4 Athletic exercises and gymnastics

796.42 Track and field athletics
796.43 Jumping and vaulting
796.44 Horizontal bars
796.47 Acrobatics
796.48 Olympic games

796.5 Outdoor life
796.6 Cycling
796.7 Automobiling
796.8 Combat sports
796.9 Winter sports

797 Aquatic sports
797.5 Air sports
798 Equestrian sports
799 Fishing, hunting, shooting

DEWEY DECIMAL SYSTEM—SCIENCE

500 PURE SCIENCE
- 500 Pure science
- 510 Mathematics
- 520 Astronomy & allied sciences
- 530 Physics
- 540 Chemistry
  - 548 Crystallography
  - 549 Mineralogy
- 550 Earth sciences
  - 551 Geophysics & related subjects
  - 552 Petrology
  - 557 Geology of North America
- 560 Paleontology
- 570 Anthropology & biology
  - 574 Biology
- 580 Botanical sciences
- 590 Zoological sciences
  - 596 Vertebrates
  - 599 Mammalia

600 TECHNOLOGY
- 610 Medical sciences
  - 612 Human physiology
  - 613 Hygiene
- 620 Engineering
- 660 Chemical technology
  - 663 Beverages
  - 664 Food technology
  - 669 Metallurgy

DEWEY DECIMAL SYSTEM—SOCIAL SCIENCES

300 SOCIAL SCIENCES

- 300 Social Sciences
  - 301 Sociology
- 320 Political Science
  - 321 Forms of state
  - 323 Relations of state to individuals or groups
  - 324 Suffrage & elections
  - 325 Migration & colonization
  - 326 Slavery
  - 327 Foreign relations
  - 328 Legislation
  - 329 Political parties
- 330 Economics
- 340 Law
- 350 Public Administration
  - 353 United States governments
  - 355 Elements of warfare
  - 356 Infantry
  - 357 Cavalry & mounted services
  - 358 Other arms & services
  - 359 Naval forces
- 360 Social welfare
  - 364 Criminology & correction
- 380 Public services & utilities
  - 383 Postal communication
  - 388 Highway & urban transportation
- 390 Customs & folklore
  - 398 Folklore

DEWEY DECIMAL SYSTEM—VOCATIONAL AGRICULTURE & VOCATIONAL HOME ECONOMICS

100 PHILOSOPHY

- 130 Branches of psychology
  - 137 Psychology of personality
- 170 Ethics
  - 173 Family ethics
  - 174 Occupations
  - 175 Recreation
  - 177 Social relations

300 SOCIAL SCIENCES

- 390 Customs & folklore
  - 391 Costume
  - 394 Public & social customs
  - 395 Etiquette

600 TECHNOLOGY

- 630 Agriculture
  - 631 Farm & farmstead
  - 632 Plant injuries, diseases, pests
  - 633 Field crops
  - 636 Livestock & domestic animals
  - 637 Dairy industry
  - 639 Hunting & fishing industries
- 640 Home Economics
  - 641 Food
  - 643 Home planning
  - 645 Home furnishing
  - 646 Clothing & personal appearance
  - 647 Household management
  - 649 Child care & home nursing

700 THE ARTS

- 740 Drawing & decorative arts
  - 747 Interior decoration
  - 748 Glassware & stained glass
  - 749 Furniture & accessories
- 790 Recreation
  - 791 Public entertainment
  - 793 Indoor games & amusements
  - 794 Indoor games of skill

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Appleton-Century-Crofts, 440 Park Ave., S., New York, N. Y., 10016.
Bailey Films, Inc., 6509 De Longpre Ave., Hollywood, California, 90028.
Barnes & Noble, Inc., 105 Fifth Ave., New York, N. Y., 10003.
Barron's Educational Series, Inc., 113 Crossways Pk. Dr., Woodbury, N. Y., 11797.
Benefic Press, 1900 N. Narragansett, Chicago, Illinois, 60639.
Blaisdell Publishing Co., Inc., 725 Wyman Street, Waltham, Mass., 02154.
Brigham Young University, Office of University Publications, Provo, Utah, 84601.
Charles Burke, Box 494, Westport, Connecticut, 06880.
Charles Cahill & Associates, 5746 Sunset Blvd., P. O. Box 3220, Hollywood, California, 90028.
Childrens Press, Inc., 1224 W. Van Buren St., Chicago, Ill., 60607.
Collier-Macmillan Library Service, 60 5th Ave., New York, N. Y., 10011.
Colonial Films, Inc., 70 Fairlie Street N. W., Atlanta, Georgia, 30303.
Columbia University Press, 2960 Broadway, New York, N. Y., 10027.
Coronet Films, 65 E. South Water Street, Chicago, Illinois, 60601.
Crowell-Collier & Macmillan, 866 Third Ave., New York, N. Y., 10022.
Thomas Y. Crowell Company, 201 Park Avenue, S., New York, N. Y., 10003.
Curriculum Materials Corporation, 119 South Roach Street, Jackson, Mississippi, 39205.
Dodd, Mead & Company, 432 Park Ave., S., New York, N. Y., 10016.
Doubleday & Company, Inc., 501 Franklin Ave., Garden City, N. Y., 11531.
Encyclopaedia Britannica Educational Corporation, 425 N. Michigan Ave., Chicago, Ill., 60611.
Essential Education, Box 698, Huntsville, Texas, 77340.
Eye Gate House, Inc., 146-01 Archer Avenue, Jamacia, N. Y., 11435.
Facts of File, Inc., 119 West 57th St., New York, N. Y., 10019.
Field Enterprises Educational Corp., 510 Merchandise Mart Plaza, Chicago, Ill., 60654.
Frontier Press Co., 815 Lafayette Bldg., Buffalo, N. Y., 14203.
Funk & Wagnalls Co., 360 Lexington Ave., New York, N. Y., 10017.
Gale Research Company, 1400 Book Tower, Detroit, Michigan, 48226.
Golden Press, Inc., 850 Third Ave., New York, N. Y., 10022.
Government Printing Office (See Superintendent of Documents).
Grolier, Incorporated, 575 Lexington Ave., New York, N. Y., 10022.
Hammond, Inc., Hammond Building, Maplewood, N. J., 07040.
Harcourt, Brace & World, Inc., 757 Third Avenue, New York, N. Y., 10017.
Harper & Row Publishers, El-Hi Division, 2500 Crawford Ave., Evanston, Ill., 60201.
Highlights for Children, Inc., 2300 West Fifth Ave., Columbus, Ohio, 43216.
Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York, N. Y., 10017.
Houghton Mifflin Co., 2 Park St., Boston, Mass., 02107.
Library Filmstrip Center, 140 North Old Manor, Wichita, Kansas, 67208.
J. B. Lippincott Company, E. Washington Sq., Philadelphia, Pa., 19105.
Little Brown & Co., 34 Beacon Street, Boston, Mass., 02106.

Macmillan Co., Sub. of Crowell Collier & Macmillan, 866 Third Ave., New York, N. Y. 10022.
McGraw-Hill Book Co., 330 West 42nd St., New York, N. Y., 10036.
Marquis-Who's Who, Inc., 210 East Ohio St., Chicago, Ill., 60611.
G & C Merriam Company, 47 Federal Street, Springfield, Mass., 01102.
National Geographic Society, 16th & M Streets, N. W., Washington, D. C., 20036.
Natural History Press, American Museum of Natural History, 79th St. & Central Park West, New York, N. Y., 10024.
New York Times Company, 229 West 43rd Street, New York, N. Y., 10036.
Henk Newenhouse, Inc., 1017 Longaker Road, Northbrook, Illinois, 60062.
Oklahoma Historical Society, Historical Building, Oklahoma City, Oklahoma, 73105.
Oxford University Press, Inc., 417 Fifth Avenue, New York, N. Y., 10016.
Pacific Books, Publishers, Box 558, Palo Alto, California, 94302.
Prentice-Hall, Inc., Englewood Cliffs, N. J., 07632.
Prometheus Press, Publishers, 131 Varick Street, New York, N. Y., 10013.
G. P. Putnam's Sons, 200 Madison Ave., New York, N. Y., 10016.
Rand McNally & Co., Box 7600, Chicago, Ill., 60680.
St. Martin's Press, Inc., 175 5th Ave., New York, N. Y., 10010.
Scarecrow Press, Inc., 257 Park Ave., S., New York, N. Y., 10010.
Scott, Foresman & Co., 1900 E. Lake Ave., Glenview, Ill., 60025.
Charles Scribner's Sons, 597 Fifth Avenue, New York, N. Y., 10017.
Seal, Incorporated, Shelton, Mass.
Shoe String Press, Inc., 60 Connolly Parkway, Hamden, Conn., 06514.
Simon & Schuster, Inc., 630 Fifth Ave., New York, N. Y., 10020.
Society for Visual Education, 1345 Diversey Parkway, Chicago, Illinois, 60614.
Sturgis Library Products, Inc., P. O. Box 130, Sturgis, Michigan, 49041.
Superintendent of Documents, Government Printing Office, Washington, D. C., 20402.
Time, Inc., Book Division, Time & Life Bldg., Rockefeller Center, N. Y., 10020.
University of Oklahoma Press, Norman, Oklahoma, 73069.
D. Van Nostrand Co., Inc., 120 Alexander St., Princeton, N. J., 08540.
Visual Products, 3 M Company, 2501 Hudson Road, St. Paul, Minnesota, 55119.
Washington Square Press, Inc., Division of Simon & Schuster, Inc., 630 5th Ave., New York, N. Y., 10020.
Wesleyan University, 55 High Street, Middleton, Conn., 06458.
H. W. Wilson Company, 950 University Ave., Bronx, N. Y., 10452.
World Publishing Co., Sub. of Times Mirror Co., 2231 West 110th St., Cleveland, Ohio, 44102.